

DETERMINING “AS EXPECTEDS FOR THIS STUDENT” WORKSHEET

MI-Access Participation

Column 1	Column 2	Column 3
Performance Expectations	Performance Requirements and Clarifications	Student Specific Participation/Response Modes (As Expecteds)
PE 1: Engage in typical patterns of leisure and productive activities.	PR a: Communicating interest to participate in the activity. For PE 1, “communicating” entails opportunity, awareness, and ability to indicate interests and/or make choices related to activities or routines. The mode in which the student demonstrates “communicating” includes one or more of the following: (a) <i>vocalizations</i> , which are random sounds consistently used to communicate meaning, this may include changes in volume, pitch or tone; (b) <i>verbalizations</i> , which are consistent sounds correlated to a specific meaning such as an item, a person, etc. (verbalization is more symbolic communication than vocalization); (c) <i>non-verbal</i> which include body movements, eye contact, appropriate touching, smiling, etc.; and <i>augmentative</i> which include switches, picture cards, and communication boards, etc.	Example: <i>makes short repeated vocalizations to indicate interest</i>
		Example: <i>shows interest by shifting eyes back and forth</i>
	In partial participation, the student is not passively involved, but makes an active contribution to some portion of the activity, to the extent that his/her capability allows. In full participation, the student makes an active contribution throughout the activity. In order to participate, even partially the student may require some form of assistance that ranges from prompting to physical manipulation.	Example: <i>uses word approximations to indicate interest</i>
		Specify for this student: _____ _____
	PR b: Participating , even partially, in a leisure or productive activity. In MI-Access, “safe and appropriate” refers to the student’s behavior while engaging in the assessment activity. The intent is that a student’s behavior is age-appropriate, socially acceptable, and does not cause harm to him/herself or others. In MI-Access, “socially acceptable” refers to the personal behavior the student exhibits throughout the assessment activity. Ideally, this behavior should be similar to that of non-disabled students of the same chronological age and which is generally accepted as the norm by mainstream society. At the very least, the personal behavior of the student with disabilities should not draw undue attention to him/herself in the school or community environment.	Example: <i>decreases/ceases interfering body movements</i>
		Example: <i>follows verbal cues to interact</i> Example: <i>uses picture routine board to complete a task</i> Specify for this student: _____ _____
	PR c: Conducting him/herself in ways that are <i>safe and appropriate</i> during the activity. In MI-Access, “safe and appropriate” refers to the student’s behavior while engaging in the assessment activity. The intent is that a student’s behavior is age-appropriate, socially acceptable, and does not cause harm to him/herself or others. In MI-Access, “socially acceptable” refers to the personal behavior the student exhibits throughout the assessment activity. Ideally, this behavior should be similar to that of non-disabled students of the same chronological age and which is generally accepted as the norm by mainstream society. At the very least, the personal behavior of the student with disabilities should not draw undue attention to him/herself in the school or community environment.	Example: <i>stays in designated area</i>
		Example: <i>attends to the task; uses material, supplies, or equipment appropriately</i> Example: <i>stays quiet throughout the activity</i> Specify for this student: _____ _____

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PE 2: Engage in a typical patterns of interaction.	<p>PR a: Initiating the interaction.</p> <p>This refers to a spontaneous effort on the part of the student to indicate that s/he wants something from someone else or wants to spend time with someone. “Initiate” comes from the student’s own motivation for interaction. It is not part of a routine.</p>	<p>Example: <i>reaches out in an attempt to touch an individual</i></p> <p>Example: <i>hits switch to request attention</i></p> <p>Example: <i>shifts visual attention to initiate an interaction</i></p> <p>Specify for this student: _____</p> <p>_____</p>
	<p>PR b: Conducting him/herself in ways that are safe and appropriate during the interaction.</p> <p>For this PE, conducting refers to how the student behaves him/herself with others in social interactions. Socially acceptable behavior reflects the formality of the interaction and the familiarity of the people. For example, acceptable personal space with peers in an informal social situation is different from acceptable personal space with an authority figure in an office setting.</p> <p>In MI-Access, “safe and appropriate” refers to the student’s behavior while engaging in the assessment activity. The intent is that a student’s behavior is age-appropriate, socially acceptable, and does not cause harm to him/herself or others.</p> <p>In MI-Access, “socially acceptable” refers to the personal behavior the student exhibits throughout the assessment activity. Ideally, this behavior should be similar to that of non-disabled students of the same chronological age and which is generally accepted as the norm by mainstream society. At the very least, the personal behavior of the student with disabilities should not draw undue attention to him/herself in the school or community environment.</p>	<p>Example: <i>waits for his turn</i></p> <p>Example: <i>respects the personal space of others</i></p> <p>Example: <i>uses appropriate level of language or vocalization depending on the relationship and the setting</i></p> <p>Specify for this student: _____</p> <p>_____</p>

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PE 3: Participate in effective communication cycles.	<p>PR a: Conveying his/her desires, feelings, and physical needs during the activity.</p> <p>Conveying desires, feelings, and physical needs during the activity, the student needs a consistent pattern of expression that can be used in different contexts, understood by others, and is capable of being spontaneously initiated by the student. The student may use one or more of the following methods to create a pattern of expression: (a) <i>vocalizations</i>, which are random sounds consistently used to communicate meaning, this may include changes in volume, pitch or tone; (b) <i>verbalizations</i>, which are consistent sounds correlated to a specific meaning such as an item, a person, etc. (verbalization is more symbolic communication than vocalization); (c) <i>non-verbal</i> which include body movements, eye contact, appropriate touching, smiling, etc.; and <i>augmentative</i> which include switches, picture cards, and communication boards, etc.</p>	<p>Example: <i>increases volume of vocalizations to convey pleasure and uses picture board to convey physical needs</i></p> <p>Example: <i>uses modified signing to convey desires</i></p> <p>Example: <i>uses a switch activation system to convey desires, feelings, physical needs</i></p> <p>Specify for this student: _____</p> <p>_____</p>
	<p>PR b: Responding accurately to directions, instructions, and/or questions during the activity.</p> <p>Here, “responding” means the student interprets and responds to general meaning from basic messages of others. Examples of directions from others include: to stop, to join the group, to “look at me,” etc. Examples of instruction from others include instruction for: following a routine, beginning a task, etc. Examples of questions from others include: questions about the student’s interests, questions requiring a choice, etc. The directions, instruction, and questions are presented in a manner appropriate to the student’s communication mode and ability to understand.</p>	<p>Example: <i>uses picture communication board to respond; follows directions with verbal cues</i></p> <p>Example: <i>uses word approximations to indicate choice and give response</i></p> <p>Example: <i>uses conversational speech</i></p> <p>Specify for this student: _____</p> <p>_____</p>
	<p>PR c: Conducting communication in ways that are appropriate to the activity.</p> <p>With this performance expectation, “conducting communication” refers to the student’s use of tone, volume, and language appropriate to the social context of the activity.</p> <p>In MI-Access, “socially acceptable” refers to the personal behavior the student exhibits throughout the assessment activity. Ideally, this behavior should be similar to that of non-disabled students of the same chronological age and generally accepted as the norm by mainstream society. At the very least, the personal behavior of the student with disabilities should not draw undue attention to him/herself in the school or community environment.</p>	<p>Example: <i>takes turns during conversations</i></p> <p>Example: <i>adjusts volume of verbalization according to the social context</i></p> <p>Example: <i>uses age appropriate language</i></p> <p>Specify for this student: _____</p> <p>_____</p>

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PE 4: Participate in personal care, health, and safety routines.	PR a: Participating , even partially, in the activity. In partial participation, the student is not passively involved, but makes an active contribution to some portion of the activity, to the extent that his/her capability allows. In full participation, the student makes an active contribution throughout the activity. In order to participate, even partially the student may require some form of assistance that ranges from prompting to physical manipulation.	Example: <i>ceases body movements to attend</i> Example: <i>follows verbal cues to participate</i> Example: <i>independently follows familiar routines</i> Specify for this student: _____ _____
	PR b: Communicating his/her personal care, health, and/or safety needs and desires during the activity. Here the term “communicating” focuses on personal care, health and safety needs. The mode in which the student demonstrates “communicating” includes one or more of the following: (a) <i>vocalizations</i> , which are random sounds consistently used to communicate meaning, this may include changes in volume, pitch or tone; (b) <i>verbalizations</i> , which are consistent sounds correlated to a specific meaning such as an item, a person, etc. (verbalization is more symbolic communication than vocalization); (c) <i>non-verbal</i> which include body movements, eye contact, appropriate touching, smiling, etc.; and <i>augmentative</i> which include switches, picture cards, and communication boards, etc	Example: <i>uses modified signing to communicate personal care, health, and safety needs and desires</i> Example: <i>uses word approximations to communicate personal care, health, and safety needs and desires</i> Example: <i>uses switch activation system to communicate personal care, health, and safety needs and desires</i> Specify for this student: _____ _____
	PR c: Conducting him/herself in ways that are <i>safe and appropriate</i> during the activity. In MI-Access, “safe and appropriate” refers to the student’s behavior while engaging in assessment activities. The intent is that the student’s behavior is age-appropriate, socially acceptable, and does not cause harm to him/herself or others. This includes cooperating when physically assisted or allowing allows completion of the activity/routine even if his/her behavior interferes. In MI-Access, “socially acceptable” refers to the personal behavior the student exhibits throughout the assessment activities. Ideally, this behavior should be like that of non-disabled students of the same chronological age and which is generally accepted as the norm by mainstream society. At the very least, the personal behavior of the student with disabilities should not draw undue attention to him/herself in the school or community environment.	Example: <i>cooperates when physically assisted</i> Example: <i>allows completion of the activity/routine but will have extraneous body movements</i> Example: <i>uses materials, supplies, or equipment appropriately</i> Specify for this student: _____ _____

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PE 5: Reach desired locations safely within familiar environments.	PR a: Safely negotiating barrier-free environments with assistance appropriate for the activity. An environment is considered barrier-free if it does not present any physical obstacles that would be impossible for the student to negotiate. Safe negotiation means the student avoids bumping into objects or other persons, moves with appropriate pace/speed for the conditions, follows basic safety precautions, and exercises caution. A student may need a range of supports to assist him/her in moving about within a familiar environment.	Example: <i>keeps hands away from wheelchair wheels.</i>
		Example: <i>respects others space while traveling (doesn't touch or push others)</i> Example: <i>looks where she is going</i> Specify for this student: _____ _____
	PR b: Moving about purposefully with assistance appropriate for the activity. The student moves with intent to reach a person, object, or location. This does not mean that s/he moves about randomly until ending up somewhere. Students may require direct supervision, a range of assistance (e.g., prompting, steadying, etc.), and/or the use of aids (e.g., wheelchair, walker, etc.).	Example: <i>orients to changes in surroundings by adjusting body position and visually tracking changes</i> Example: <i>stays with group or staff to reach destination</i>
		Example: <i>stops when she reaches destination</i> Specify for this student: _____ _____